

To learn through the example of Jesus to Love, Respect, Understand and Value each other

Curriculum Aims: Provide a broad, well sequenced and planned curriculum designed to develop our pupil's **compassion** for others, **curiosity** for learning, **critical thinking** and **problem solving** skills. To foster and nurture children who can **collaborate** and **communicate** effectively with others and recognise and embrace their own skills, talents and **creativity**.

Our curriculum design starts through **identifying and mapping out the key skills and knowledge** children will need to master and know in each year group (including Reception) for each subject. After this we **created curriculum overviews** providing a long term map of the content/topic each subject will cover in different year groups. To further aid planning we have purchased several schemes that we use as a basis for individual lessons and **adapt based on the needs of the children within our class**.

Subject	Maths	English
Curriculum Aims	To develop children's confidence and mathematical competence essential for both now and the future	It is our intent to provide children with a high-quality, broad and challenging English curriculum with the development of children's reading, writing and speaking and listening skills at the heart of all we do .
Implementation	<p>Mathematical Knowledge is progressive and broken down into key milestones. (Early learning, KS1, Lower KS2 and Upper KS2).</p> <p>Three types of knowledge: Declarative (Think facts), Procedural (Think steps), Conditional (Think reasoning)</p> <p>Follow a spiral curriculum where key content is revised throughout the year in different contexts and topics.</p>	<p>Reading: Children in EYFS and KS1 complete daily phonics lesson to build fluency and word/sound recognition. Comprehension and understanding across the school is built upon the four key skills of clarifying, predicting, summarising and questioning (shared reading)</p> <p>Writing: Writing follows a clear cycle where children are immersed in a text type identifying features and then using a variety of different planning tools to support the creative process. Children learn to draft and edit their own writing through careful modelling and explicit instruction.</p> <p>Purposeful speaking and listening activities are planned across the whole of the curriculum so that children's language and vocabulary acquisition is extended and developed.</p>
Planning/ Organisation	<p>Long term overview (whole year) adapted from WhiteRose (all found online). Topics/content mapped out termly using the WhiteRose scheme.</p> <p>Small steps from WhiteRose are adapted to suit the needs of each class. Small steps are not individual lessons but content</p> <p>Learning from WhiteRose overviews supplemented with Nrich, Iseereasoning, classroom secrets, NCETM</p>	<p>Long term overview outlines writing and reading opportunities incorporating a wide range of different and meaningful genres.</p> <p>Each year group creates a termly planner linked to the overview outlining curriculum content. The skills progression document is used to inform the objectives for the sequence of lessons following immersion/analysing model texts, planning and innovating, drafting and editing.</p> <p>Teaching and learning is supplemented using talk4priting, Pie Corbett resources, Plazoom and the literacy shed</p>
Measuring the Impact	Continuous AfL followed by EOU (End of Unit) and EOT (End of Term) assessments are analysed to identify areas to develop and potential intervention. End of Year NFER assessments are used to obtain a standardised score for each pupil to analyse attainment and progress. End of KS data is analysed and compared with other schools with lessons learnt filtered into subject action plan.	Continuous AfL opportunities provided. Formal EOT NFER assessments (Reading, Spelling and Grammar) provide a snapshot of achievement and progress through a standardised score. Accelerated Reader assessments completed frequently to provide reading age and zone of reading proximity . Phonics assessment completed every 5 weeks to ascertain what children have learnt and remembered and lessons adapted where needed. Writing is assessed using writing framework for each year group following the same moderation process that Year 6 and 2 use.

Subject	RE	Science	Computing
Curriculum Aims	It is our intent to provide children with a high-quality Religious Education rooted in faith and our school mission .	We recognise that science shapes the past, present and future and is integral to success both now and as we grow.	To teach the children the key knowledge, skills in order to become confident and safe users of technology today and tomorrow
Implementation	<p>10% of curriculum teaching time dedicated to RE.</p> <p>Learning intentions and lessons follow the Diocesan planning documents and incorporate skills progression to provide opportunities for the children to develop AT1, AT2 and AT3 skills and understanding.</p>	<p>Science provision is dividing into scientific knowledge and scientific enquiry.</p> <p>Two types of knowledge: Substantive (think facts and content), disciplinary (How we find out?)</p> <p>Learning builds upon the 5 types of enquiry (Identifying and classifying, using secondary resources, pattern seeking, observing over time and comparative and fair test) and 7 working scientifically skills (symbols)</p>	<p>Our curriculum is broken down into the three elements of the computing curriculum: Online Safety, Digital Literacy and Computer Science.</p> <p>Each year group first completes a progressive Online Safety unit followed by additional units of work covering both digital literacy and Computer Science</p>
Planning/ Organisation	<p>Long term overview for each year group maps out curriculum content and when this will be taught.</p> <p>The learning and Growing document/ plans are adapted for each unit with unit plans (including individual lesson outlines) shared on staff drive.</p> <p>The learning and growing plans are supplemented with Thinking Skills in RE , developing challenge documentation and religious art teachers own planning</p>	<p>Long term whole school overview for each year group mapping out curriculum content and when this will be taught.</p> <p>Individual year group planning documents contain specific learning content and key knowledge for each unit including individual lesson content.</p> <p>Learning is supplemented with lesson content from: PlanBee, Explorify, Ogden Trust materials.</p>	<p>Long term Online Safety and Curriculum overviews map out learning across the year.</p> <p>All learning links to our progression of skills/ knowledge.</p> <p>Staff adapt the KAPOW resources which can be found online.</p> <p><i>Links</i> are made between the Computing curriculum and PSHE in terms of Online safety.</p>
Measuring the Impact	AfL reflection questions during lessons provide an opportunity for children to reflect on learning. All children assessed against assessment outcomes taken from Learning and Growing (Three each year-these alternate) Three tracked children assessed using RE assessment strands	AfL opportunities build a picture of knowledge gained overtime. Knowledge checkers are used to determine what children know before a unit and what they have gained afterwards. Within individual lessons learning reflections based on scientific enquiry are completed. TAPS assessment-working scientifically completed per unit. End of unit outcomes for both working scientifically and knowledge using exemplification materials within the science folder (Otrack and Word doc)	<p>AfL opportunities build a picture knowledge gained during each lesson/unit.</p> <p>Children assessed against learning outcomes with termly Otrack input (WTS, EXP and GDS)</p> <p>Staff to explore the use of knowledge catchers and checkers following the Kapow scheme of work.</p>

Subject	History	Geography	DT	Art
Curriculum Aims	To foster in children an interest in the past enabling them to enjoy all that history has to offer	To explore and appreciate the world we live in in gaining knowledge about people and places across the world	To use creative thinking and design within a defined purpose and tangible outcome	To stimulate creativity and imagination through visual, tactile and sensory experiences
Implementation	<p>Each class completes two topics per year.</p> <p>Skills and knowledge progression broken into: historical knowledge, enquiry, understanding and communications. These 'headings' are broken further into sub-categories.</p> <p>Learning to previous year groups re-capped and revised</p>	<p>Each class completes two topics per year.</p> <p>Skills and knowledge progression broken into: Geographical knowledge, understanding and skills /enquiry These 'headings' are broken further into sub-categories.</p> <p>Learning to previous year groups re-capped and revised</p>	<p>Each class complete two topics per year.</p> <p>Skills and knowledge progression broken planning, making and evaluating</p> <p>Overtime the children complete a range of projects using various elements of DT e.g. pulleys, leavers, wheels, axels, 3D shape, food etc.</p>	<p>Each class complete 4 units across the year</p> <p>Skills and knowledge progression divided into line drawing, colour/ tone painting, texture, form/shape, craft design materials and pattern.</p> <p>Cross curricular links made where meaningful</p>
Planning/ Organisation	<p>Whole school overview identifies the two topics each year group covers</p> <p>PlanBee individual lesson plans are adapted in conjunction with the skills and knowledge progression documents to plan and deliver sequence of lessons linked to topics.</p> <p>Staff identify objectives/skills covered within each unit</p>	<p>Whole school overview identifies the two topics each year group covers</p> <p>PlanBee individual lesson plans are adapted in conjunction with the skills and knowledge progression documents to plan and deliver sequence of lessons linked to topics.</p> <p>Staff identify objectives/skills covered within each unit</p>	<p>Whole school overview identifies the two topics each year group covers as well as the 'DT' focus</p> <p>Staff plan individual topics following the design, make evaluate model. Where applicable these projects will link to the wider curriculum</p> <p>Staff identify objectives/skills covered within each unit</p>	<p>Whole school overview identifies the four units each year group covers as well as the 'Art and Design' focus</p> <p>Staff adapt the Kapow lesson plans depending on the needs of their class</p> <p>Staff identify objectives/skills covered within each unit</p>
Measuring the Impact	<p>Continuous Afl opportunities</p> <p>Knowledge checkers used to identify key knowledge known at the beginning of each unit then afterwards to determine what the children have acquired through</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities</p> <p>Knowledge checkers used to identify key knowledge known at the beginning of each unit then afterwards to determine what the children have acquired through</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities during project week.</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities during project week.</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS) based on outcome and observations</p>

Subject	PE	Music	MfL	RSHE/PSHE
Curriculum Aims	It is our intent to provide children with a high-quality, broad and challenging Physical Education	To provide high quality music curriculum that develops the whole child through an enjoyable experience	To deliver an engaging language curriculum fostering pupils curiosity and deepen their horizons	To prepare children for the opportunities and responsibilities of the future as they grown and develop
Implementation	<p>Same half-termly PE topic completed across phases (KS1, Lower KS2 and Upper KS2) allows for skills progression and competition across classes.</p> <p>Skills progression for each phase/topic divided into 'head-strategy, hand-skill and heart-attitude'</p>	<p>Each class complete three topics per year.</p> <p>Skills and knowledge progression broken into: listening, composing, performing and the history of music</p> <p>Learning to previous year groups re-capped and revised</p>	<p>Currently each class to follow the knowledge identified within the Year 3 skills progression and curriculum (this is to aid moving onto new scheme)</p> <p>Skills and knowledge progression divided into several different parts including speaking and pronunciation and listening</p>	<p>Each class complete 6 units across the year</p> <p>Skills and knowledge progression divided three core Health and Well-being, Relationships and Living in the Wider World</p> <p>Cross curricular links made where meaningful for example the computing curriculum and RE</p>
Planning/ Organisation	<p>Whole school overview identifies the topics phases cover and when</p> <p>The PE hub individual lesson plans are adapted in conjunction with the skills and knowledge progression documents to plan and deliver sequence of lessons linked to topics.</p>	<p>Whole school overview identifies the three topics each year group covers</p> <p>Kapow individual lesson plans are adapted in conjunction with the skills and knowledge progression documents to plan and deliver sequence of lessons linked to topics.</p> <p>Specialist staff deliver music lessons in some year groups</p>	<p>Kapow individual lesson plans (Y3) are adapted in conjunction with the skills and knowledge progression documents to plan and deliver sequence of lessons linked to curriculum content</p>	<p>Whole school overview identifies the six units each year group covers</p> <p>Staff adapt the TenTen lesson plans depending on the needs of their class in conjunction with Scarf resources where applicable</p> <p>Staff identify objectives/skills covered within each unit</p>
Measuring the Impact	<p>Continuous Afl opportunities</p> <p>Excel assessment completed against skills progression using knowledge of the children and observation</p> <p>Staff use this working knowledge of to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS)</p>	<p>Continuous Afl opportunities including children's reflection upon learning</p> <p>Staff use working knowledge of the children to assess using Otrack (WTS, EXP and GDS) based on outcome and observations</p>